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**Educational innovation in social pedagogues and workers curriculum**

Nowadays society development tendencies (development of knowledge management, change of social structure of demographic, migration of labour force, growth of social exclusion) highlight the need to develop new competences which respond to social field professionals' current challenges. Furthermore, it also stimulates the search for innovative ways in the training process for relevant professionals. Innovation in social work is based on both characteristics of neoliberal modernity (P.M.Garrett, 2008; J.Clarke, 2004, 2005) and studies by diverse scholars disclosing the benefit of based informational communication technologies in the area of social work (R.Gulbinas, 2005, Th.Ley, U.Seelmeyer, 2008) as well as the necessity of the new social field professionals' development program (H.-U. Otto, M. Abeling, 2007), involving the e-learning elements.

The rapid change of socioeconomical conditions do not ensure high competence of social field professionals. It is crucial to make sure that the development of skills take into account globalization and the rising challenges of knowledge society for social field professionals, by approving a continuous human resource education. Whereas the multiplicity of the concept for educational innovations (Barnett, H. G.,2002; Niehoff, A. H., 2001; Havelock, R. G., 2000; O'Reilly A. A., Tushman M. L., 2003 ir kt.) introduces various components of content description and emphasises innovations and focus on higher quality. This work, based on the pilot study, reveals the possibilities and challenges of the usage (integration) of the e-learning platform assisting the social field professionals' development. Moreover, it is the importance of the information communication technology and the integration of e-learning elements for ensuring life long learning possibilities which are underlined considerably. The research results demonstrate that a sizeable amount of respondents remark a lack of one-to-one meetings with professors while studying in the e-learning platform. On the contrary, a great number of social field professionals would choose to study a model, involving one-to-one meetings as well as e-learning components in the future, if there would be such a possibility to choose. These results signify not only the need of the integration of the e-learning platform in the social field professionals curriculum, but also to look for alternative ways by gathering both elements.

